

SPRINGFIELD ELEMENTARY

2414 Clover St.
Charleston, South Carolina 29414

GRADES PK-4 Elementary School

ENROLLMENT 762 Students

PRINCIPAL Jacqueline Dinge, Ph.D. 843-763-1538

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	33	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

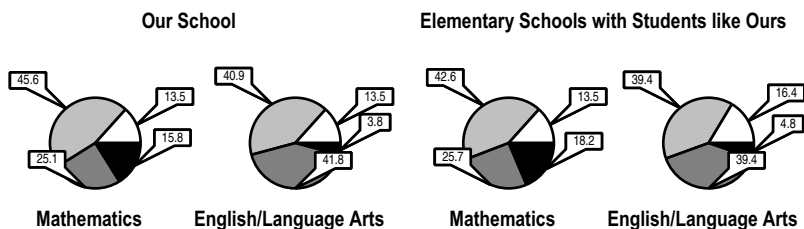
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	158	65
Percent satisfied with learning environment	96.1%	83.9%	91.9%
Percent satisfied with social and physical environment	88.2%	81.8%	79.0%
Percent satisfied with home-school relations	96.1%	85.4%	90.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	340	99.4	13.5	40.9	41.8	3.8	45.6	17.6
Gender								
Male	170	99.4	22.7	35.6	39.3	2.5	41.7	17.6
Female	170	99.4	4.5	46.0	44.3	5.1	49.4	17.6
Racial/Ethnic Group								
White	212	99.5	8.8	38.1	47.8	5.3	53.1	17.6
African-American	112	99.1	24.2	51.6	24.2	N/A	24.2	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	20.0	N/A	70.0	10.0	80.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	295	99.7	9.0	41.9	44.9	4.3	49.2	17.6
Disabled	45	97.8	48.7	33.3	17.9	N/A	17.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	340	99.4	13.3	41.0	41.9	3.8	45.7	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	331	99.4	12.7	40.9	42.7	3.6	46.4	17.6
Socio-Economic Status								
Subsidized meals	123	100.0	24.3	44.1	30.6	0.9	31.5	17.6
Full-pay meals	217	99.1	7.9	39.5	47.4	5.3	52.6	17.6

Mathematics								
All students	340	100.0	13.5	45.6	25.1	15.8	40.9	15.5
Gender								
Male	170	100.0	15.2	42.1	26.2	16.5	42.7	15.5
Female	170	100.0	11.9	48.6	24.3	15.3	39.5	15.5
Racial/Ethnic Group								
White	212	100.0	8.8	40.5	30.8	19.8	50.7	15.5
African-American	112	100.0	26.0	57.3	13.5	3.1	16.7	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	40.0	20.0	40.0	60.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	295	100.0	9.9	45.7	26.5	17.9	44.4	15.5
Disabled	45	100.0	40.0	45.0	15.0	N/A	15.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	340	100.0	13.5	45.5	25.2	15.8	41.1	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	331	100.0	13.6	44.6	25.6	16.3	41.9	15.5
Socio-Economic Status								
Subsidized meals	123	100.0	21.6	52.3	19.8	6.3	26.1	15.5
Full-pay meals	217	100.0	9.6	42.2	27.8	20.4	48.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	158	N/A	12.3	34.8	47.7	5.2	52.9
	Grade 4	167	N/A	13.5	41.7	42.3	2.5	44.8
	Grade 5	157	N/A	15.3	51.3	33.3	N/A	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	163	99.4	10.1	37.3	50.0	2.5	52.5
	Grade 4	177	99.4	18.1	44.6	33.1	4.2	37.3
	Grade 5	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	158	N/A	22.4	48.7	12.8	16.0	28.8
	Grade 4	167	N/A	19.6	34.4	23.9	22.1	46.0
	Grade 5	157	N/A	20.9	42.5	21.6	15.0	36.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	163	100.0	8.8	52.2	23.9	15.1	39.0
	Grade 4	177	100.0	18.6	41.9	23.4	16.2	39.5
	Grade 5	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	0.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 762)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.9%	2.4%
Attendance rate	96.9%	Up from 95.5%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.4%	Down from 23.9%	24.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.9%	Down from 6.1%	6.8%	8.0%
Older than usual for grade	9.1%	Up from 0.5%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	46.7%	Up from 45.8%	53.6%	50.0%
Continuing contract teachers	83.3%	Up from 69.4%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Down from 85.3%	88.6%	86.2%
Teacher attendance rate	96.0%	Down from 96.7%	96.0%	95.3%
Average teacher salary	\$38,735	Up 1.6%	\$41,761	\$39,909
Prof. development days/teacher	12.9 days	Down from 14.6 days	10.1 days	11.4 days

School				
Principal's years at school	14.0	Up from 13.0	5.0	4.0
Student-teacher ratio	21.5 to 1	Down from 22.7 to 1	20.2 to 1	18.9 to 1
Prime instructional time	91.8%	Up from 91.6%	91.1%	89.7%
Dollars spent per pupil*	\$4,400	Up 18.0%	\$5,348	\$5,892
Percent spent on teacher salaries*	69.4%	Down from 75.0%	68.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.3%	Down from 96.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Springfield Elementary School is a very special place. It is the school of choice for approximately eight hundred students whose families have centered their lives on the welfare of their children. Highly trained and caring teachers, combined with strong parental and community involvement, provide a support system that ensures success for all children.

While maintaining a strong emphasis on the fundamentals, Springfield Elementary School offers many enrichment opportunities in technology, physical education, and the arts. Springfield Elementary was selected as the first Charleston County Elementary Technology Showcase School in 2001. This opportunity has provided our students with a technological foundation that will remain with them for life. Parents, teachers, and business leaders working together on achievement, discipline, and encouragement provide a solid foundation for the children of Springfield.

Jacqueline Dinge, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.